

# Planning GUIDE & framework

for development of  
Aboriginal learning  
resources



BRITISH  
COLUMBIA

Ministry of Education  
Skills, and Training  
Field Services and  
Aboriginal Education Team

## Canadian Cataloguing in Publication Data

Main entry under title:

Planning guide and framework for development of aboriginal learning resources

ISBN 0-7726-3478-5

1. Indians of North America - British Columbia - Education.
2. Teaching - aids and devices. I. British Columbia. Ministry of Education, Skills and Training.

E96.65.B7P52 1998371.829' 970711 C98-960045-9

Cover art: Painting by Gordon Miller

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# CONTENTS

ACKNOWLEDGMENTS • 4

INTRODUCTION • 5

*Organization of This Document — 5*

*Examples of Existing Aboriginal Learning Resources — 6*

## The Planning Guide /9

BUILDING EFFECTIVE PARTNERSHIPS • 10

SHAPING A VISION OF THE RESOURCE • 11

PROJECT MANAGEMENT • 13

*The Time Line — 14*

*The Budget — 14*

COMMUNITY-BASED RESEARCH • 14

*Informant Fees & Permissions — 15*

*Copyright Issues — 15*

*Tape Recording and Photography — 18*

RESEARCH INTO EXISTING DOCUMENTS • 19

SHAPING THE MATERIAL • 20

*Providing Acknowledgments • 21*

*Choosing a Writer • 22*

*Editing — 22*

MAKING IT WORK FOR STUDENTS AND  
TEACHERS • 23

PRODUCTION • 25

FURTHER DEVELOPMENT POSSIBILITIES • 25

## The Framework /27

USING THE FRAMEWORK • 28

STEP 1: CLARIFYING THE CONCEPT • 30

STEP 2: GATHERING INFORMATION • 31

STEP 3: DECIDING HOW TO ORGANIZE AND  
PRESENT MATERIAL • 32

PLANNING TABLES, RESEARCH SHEETS  
& SAMPLES • 34

*Planning Table: Possible Topics — 35*

*Transportation — 38*

*Ceremonies — 42*

*Fishing — 46*

*Clothing — 48*

*Land — 50*

*Seasonal Activities — 52*

## ACKNOWLEDGMENTS

The Ministry of Education would like to acknowledge the fine work of the many individuals and community groups around the Province whose published Aboriginal learning resources and teacher materials have inspired the creation of this document. Those authors and publishers whose materials have been specifically cited here are identified in detailed, in-body source citations.

The ministry would also like to acknowledge the individuals who helped to design the scope of this document and assisted in the development and writing of the *Planning Guide and Framework*.

Brian Domney	Ministry of Aboriginal Affairs
Phil Foster	School District #5 (Southeast Kootenay)
Libby Hart	Aboriginal Education Team
Eileen McKibbin	Aboriginal Education Team
Gloria Raphael	Nlaka'pamux Nation
Shakti Roumagoux	Aboriginal Education Team
Jeff Smith	Okanagan Nation
Dixon Taylor	Kwakwaka'wakw Nation



# INTRODUCTION

This *Planning Guide and Framework* is designed to help educators and Aboriginal communities work in partnership to develop learning resources that reflect and honour the cultures and history of the Aboriginal peoples. Recognizing that no one text could possibly include everything students might need to learn about any one culture, the focus here is on creating a learning resource that:

- teachers can use to support the provincially prescribed curriculum
- helps students throughout British Columbia to better understand the rich diversity of Aboriginal cultures that exist in the province and, in particular, to learn more about the First Nation whose traditional territory embraces the places where they live and attend school.

The *Planning Guide and Framework* includes best-practice examples from recent Aboriginal learning resources, such as those shown on the following two pages, and “key ideas” that experienced resource developers have found it helpful to keep in mind when engaged in this type of work.

## Organization of this Document

As its title suggests, this document is organized into two distinct components:

**The Planning Guide** provides a brief overview of the process of creating a learning resource. It contains advice based on the findings and practice of other, experienced resource developers, and it provides tips on effective organization, research, writing, and production. Although the focus here is on the development of print materials, much of the information can be adapted for the production of educational videos, CD ROMs and other multi-media materials, and online resources.

**The Framework** provides some actual working materials that community researchers and writers can use to create their resource, including

- an open ended planning grid that will be helpful to a committee deciding what to include in the material from both historic and cultural perspectives
- some research sheets for selected topics; these sheets provide sample questions that the material might seek to answer
- illustrative pages from published Aboriginal learning resources that show how research related to a particular topic or issue can translate into finished product.

## Examples of Existing Aboriginal Resources

Many wonderful resources are currently being produced to help students at all grade levels learn more about the history and cultures of British Columbia's many, diverse First Nations. Concerned about the limitations of earlier resources used to teach students about their peoples, members of several First Nations throughout the province have over the past ten years worked with school district and local educators to develop materials that represent their cultures more accurately and appropriately. The covers of some of these materials (a representative sample of those developed as print resources for students at particular grade levels) are shown here.



*Copyright 1992, School District #55 (Burns Lake) Burns Lake Band and Broman Lake Band, Patricia A Christensen.*

**NEEDO 'ATS TALOK HATEC'AZDLE**

**SALMON FISHING AT OLD FORT**

Story by Richard Thompson and Dave Beck. Photographs by Richard Thompson, Illustrations by Dave Beck.

**THE FISH TRAP OF DUNCAN LAKE**

Story and photography by Patricia A. Christensen.

SERIES: SUWILAA'MSGA NA GA'NIYATGN, TEACHINGS OF OUR GRANDFATHERS

Co-ordinated by Vonnie Hutchingson



*Copyright 1992, The Tsimshian Chiefs for Tsimshian Children Present and Future.*

**NA AMWAALTGA TS 'MSIYEEN: THE TSIMSHIAN, TRADE, AND THE NORTHWEST COAST ECONOMY.** Compiled by Susan Marsden; first in the series.

**DAWGA GANT WILAA'TGA GYETGA SUWILDOOK.** Told by Henry Reeves; second in the series.

**SAABAN: THE TSIMSHIAN AND EUROPEANS MEET.** Told by Dorothy Brown; third in the series.

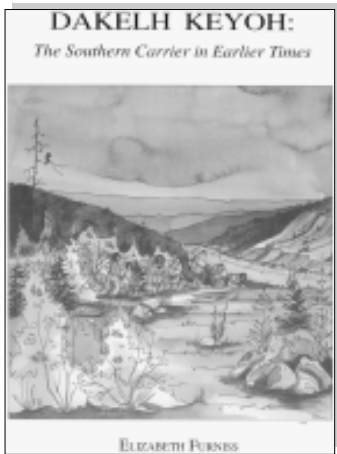
**FORT SIMPSON, FUR FORT AT LAXLIGU'ALAAMS.** Written by Ken Campbell; fourth in the series.

**NDEH WUWAAL KUUDEEX A SPAGA LAXYUUBM TS'MSIYEEN: WHEN ALEUTS WERE ON TSIMSHIAN TERRITORY.** Told by Joseph Bradley; fifth in the series.

**CONFLICT AT GITS'ILAASU.** Told by Agnes Haldane, Robert Stewart, and John Tate; sixth in the series.

**NA MAALSGA WALPS NISLGUMIHK: THE STORY OF THE HOUSE OF NISLGUMIHK.** Told by Sam Bennett and Dan Gasin; seventh in the series.

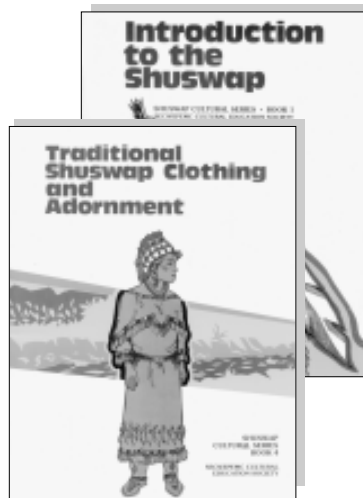




**DAKELH KEYOH: THE SOUTHERN CARRIER IN EARLIER TIMES**

Written by Elizabeth Furniss, illustrations by Maggie Ferguson-Dumais and Judy Moulson.

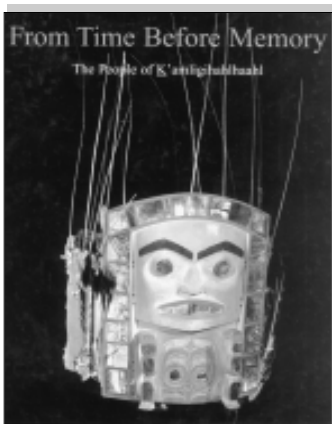
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**INTRODUCTION TO THE SHUSWAP; TRADITIONAL SHUSWAP CLOTHING AND ADORNMENT**

Shuswap Cultural Series, Book 1 and Book 4. Written by Marie Matthew, illustrations by David Seymour.

Copyright 1986, Secwepemc Cultural Society.



**FROM TIME BEFORE MEMORY: THE PEOPLE OF K'AMLIGIHAHLHAAHL**

Compiled by Thomas Boston. Adaawak and authentication, Shirley Morven; cover design, Myrle Grandison.

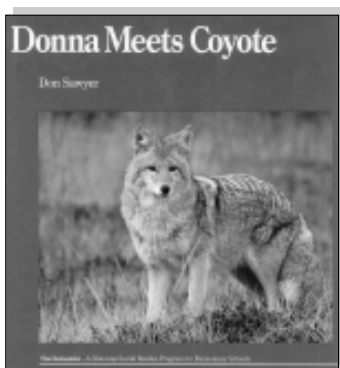
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**LITTLE BEAR'S VISION QUEST**

Written by Diane Silvey, illustrated by Joe Silvey.

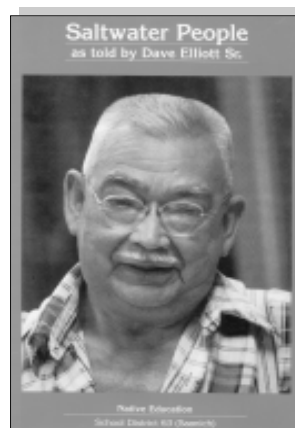
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**DONNA MEETS COYOTE**

Stselxmemkt, a Shuswap Social Studies Program for Elementary Schools. Story by Don Sawyer, illustrations by Jeff Burgess.

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**SALTWATER PEOPLE, AS TOLD BY DAVE ELLIOT SR.**

Written by Dave Elliott Sr., edited by Janet Poth, with the assistance of Earl Claxton Sr., John Elliott, and Linda Underwood of the Saanich Indian School Board. Illustration, Charles Elliott.

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